DOCUMENT RESUME

ED 035 504 88 RC 004 022

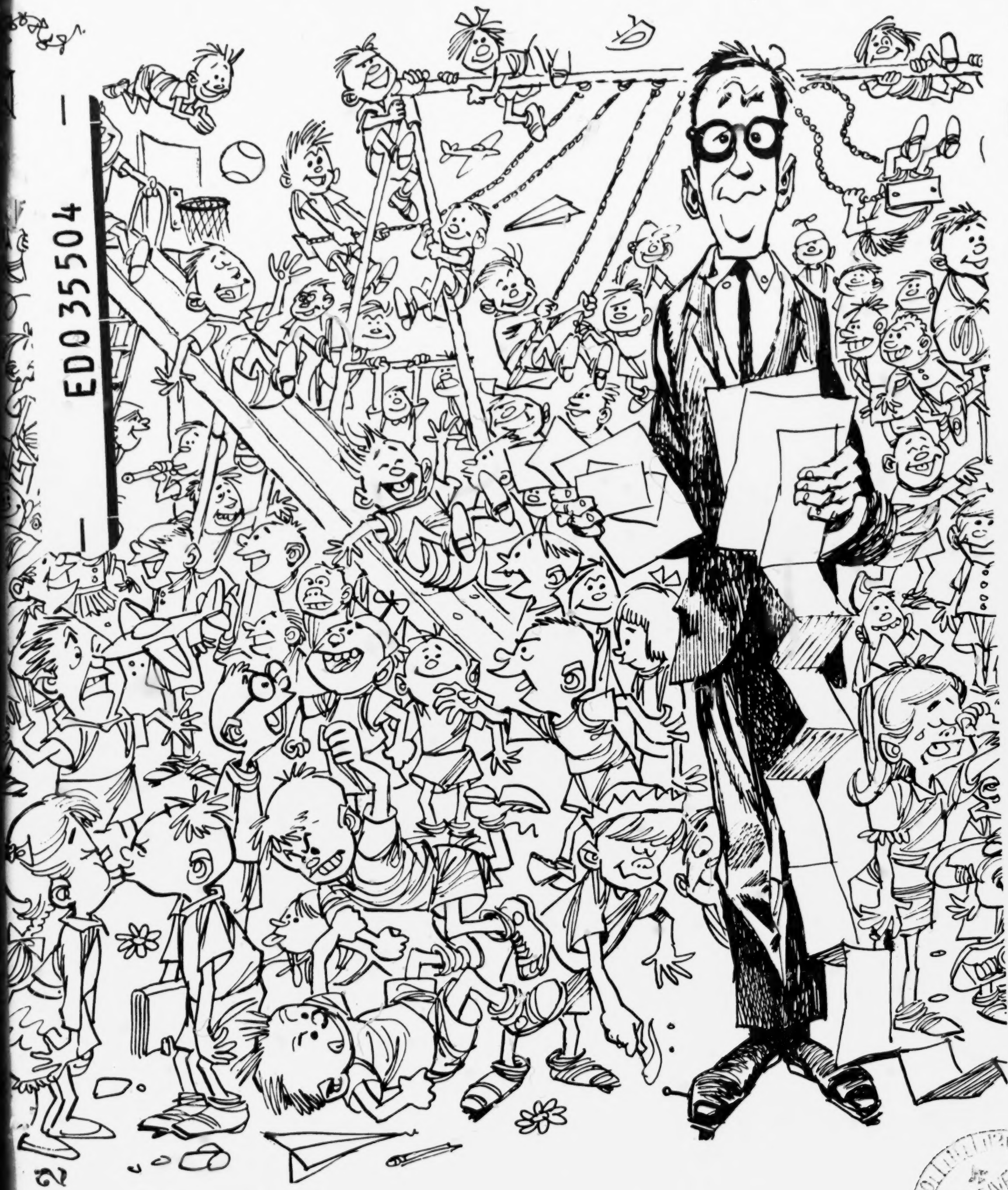
TITLE	Feasibility of Summer Employment of Teachers.
INSTITUTION	Clark County School District, Las Vegas, Nev.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.
REPORT NO	DPSC-67-3922
PUB DATE	Dec 69
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	*Curriculum Development, Employee Attitudes, Employer Attitudes, *Employment Opportunities, Employment Statistics, Program Development, Rural Education, *Small Schools, *Summer Programs, Summer Schools, *Teacher Education, Teacher Salaries

ABSTRACT

A teacher staff of 21 was employed for 6 to 8 weeks during the summers of 1967, 1968, and 1969 at Virgin Valley, Nevada, with funding provided by the Elementary and Secondary Education Act (Title III). The purpose of the study was to determine the feasibility of summer employment for teachers by the school system. Project design called for 3 groups of 7 teachers each to work on curriculum development, to attend summer school, or to teach summer school. The groups rotated each summer to a different function. Findings indicated positive benefits in curriculum development and subsequent utilization, professional growth through additional training, and increased educational opportunities for the community through the availability of summer school. Improved relations were noted between faculty, administration, and the community. The conclusions were derived from a teacher questionnaire, an administrator questionnaire, salary statistics, and data from the National Education Association on extra income. (BD)

ED035504

TIME OUT — IT'S SUMMER



summer employment study
virgin valley school

RC 004022

RECEIVED
FEB 3 1970
NASSP
E.R.I.C.

ED035504

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

CLARK COUNTY SCHOOL DISTRICT

VIRGIN VALLEY SCHOOL
ESEA TITLE III

DISSEMINATION AND STAFF TRAINING PROJECT
67-039220

FEASIBILITY OF SUMMER EMPLOYMENT OF TEACHERS

DECEMBER 1969

BLAINE W. ALLAN
PRINCIPAL

DAVID N. ANDERSON
PROJECT DIRECTOR

VIRGIN VALLEY SCHOOL
MESQUITE, NEVADA 89024

INDEX

Page	1	Introduction and Preface
	2	ESEA Title III Project Design
	3	Assumption
	4	Summer Employment Feasibility Findings
	4	Conclusions -- Project Director
	6	Conclusions -- Principal
	7	Appendix A
	8	Appendix A-1 – Teacher Summer Employment, 3 Year Cycle
	9	Appendix A-2 -- Teacher Assignment During the Project
	10	Appendix B
	11	Appendix B-1 -- Summer School Registration Data
	12	Appendix B-2 -- Summary of Teacher Questionnaire Response, Summer '68
	14	Appendix C
	15	Appendix C-1 – Salary Comparison
	16	Appendix C-2 -- Salary - Time Comparison
	17	Appendix D
	18	Appendix D-1 – Summer Employment Feasibility Questionnaire (Over-All Results)
	19	Appendix D-2 – Questionnaire Findings
	20	Appendix D-3 -- Response to Question #7 of Questionnaire
	21	Appendix E
	22	Appendix E-1 – N. E. A., Teacher Summer Employment
	23	Appendix E-2 -- Amounts of Extra Income Received by Teachers From Various Sources
	24	Appendix E-3 – Types of Work in Earning Extra Income

INTRODUCTION

Virgin Valley High School, Mesquite, Nevada is the smallest of nine senior high schools in the Clark County School District. The District covers an area of 8,000 square miles (an area greater than any one of the following states: Connecticut, Delaware, Hawaii, Massachusetts, New Jersey, and Rhode Island) with a population of over 62,000 students. The school system administration office is located in Las Vegas, Nevada, a distance of 80 miles from Mesquite. Our school has kindergarten through twelvth grade, with a total enrollment of 365 students and operates on a 5-4-4 plan.

PREFACE

In 1962 Virgin Valley Schools became a member of the Western States Small Schools Project. With this invitation also came the opportunity to be involved in changes. These changes have affected the total school from the physical plant to the basic curriculum design.

Over the past three years funds have been provided by ESEA to employ the teaching staff of 21 teachers for 6 to 8 weeks during the summer. This report deals with the findings related to the feasibility of summer employment of teachers.

ESEA TITLE III PROJECT DESIGN

Over the past eight years Virgin Valley School has been actively involved in educational change as a member of the Western States Small Schools Project (WSSSP).

As attempts were made to develop new curriculum designs, it was found that teachers were so involved with the everyday process of education during their regular contract that little time for developing new curriculum designs was available.

On January 12, 1967, the Clark County School District submitted to the United States Office of Education, the VIRGIN VALLEY DISSEMINATION AND STAFF TRAINING PROJECT. Included in the project proposal was a provision to employ the teaching staff for 6 to 8 weeks during the summer.

At the beginning of the project the staff was broken down into three approximately equal rotating groups: 7 teachers working on CURRICULUM, 7 teachers ATTENDING SUMMER SCHOOL, and 7 teachers TEACHING SUMMER SCHOOL at Virgin Valley. During the three years of the project, each teacher spent one year in each of the areas. See Appendix A-1 for a Rotation Chart.

CURRICULUM: Teachers working in the area of curriculum were able to develop designs to fulfill the needs of students within our community. These designs are presently being used because the teaching practioner was also the curriculum designer. The curriculum material developed at the school may find little value in the general educational program of the nation, but its use at Virgin Valley will be assured until the teacher finds a better approach to the educational needs of his students. When a teacher has the time to design curriculum material, he uses this material in his teaching. It has been our experience that when commercial curriculum designs or district curriculum designs are given to the teachers, they find little, if any, real use for them. In addition to developing new curriculum designs, teachers were also allowed to prepare lesson outlines, organize their rooms, improve their material files, and in general, prepare for the school year.

ATTENDING SUMMER SCHOOL: The Principal and Projector Director in consultation with the teacher determined those areas in which the teacher needed additional training. The teacher was then assigned and paid by the project to attend college classes or workshops to obtain this training.

ESEA Title III Project Design (Continued)

TEACHING SUMMER SCHOOL: The ESEA Title III Project made possible the first regular summer school held in the valley. Sessions during the three summers of the project ran from the latter part of June to the middle of August. In addition to the regular academic subjects, the schedule included operettas, and a complete recreation program conducted in cooperation with the County Recreation Program. See Appendix B-1 for a Summer School Attendance Breakdown and Appendix B-2 for a summary of the teacher questionnaire on summer school

ASSUMPTION

Teachers given the chance to work alternatingly in Curriculum, Attending Summer School, and Teaching Summer School are anxious to accept this type of employment.

RELATED CONCERNS: In the development and implementation of the project, the following concerns seemed to have bearing on the summer employment of teachers:

1. Teachers lack the time to prepare curriculum materials during the regular school year.

2. Teachers competing with students as well as adults for summer jobs creates a public relations problem.

3. The waste of professional teachers who are forced to other summer employment when they could use their training for bettering education.

4. Teachers on a 12 month contract would receive additional public support in relationship to salary. The general public would cease to be able to use the 9 month employment as justification for low teacher salaries.

5. Summer School has a place in an educational design. It offers a chance for individual approaches to student needs.

In testing our assumption that teachers would be willing to accept summer employment, a questionnaire was sent to all public school principals and county superintendents in Nevada. Of the 245 questionnaires sent out, we received 147 replies or 60%. Questionnaires were also sent to a selected school district in Utah. Of 23 questionnaires sent, we received 21 replies or 91%. See Appendix D-2 for breakdown.

Assumption (Continued)

From the questionnaires sent to Nevada, we learned that 92% of the principals and 78% of the superintendents favored summer employment of teachers. See Sppendix D-2. However, they listed some concerns for such a program. See Appendix D-3. The questionnaire replies from Utah were very similar, with 100% of the principals favoring summer employment of teachers. See Appendix D-2.

The willingness of teachers to accept summer employment is evident by the increased participation of teachers over the three years of the project. We found 100% of the staff seeking involvement in the project if it is continued. This was also an asset when employing new teachers. Of all the teachers interviewed, 100% of them were in favor of the summer program.

SUMMER EMPLOYMENT FEASIBILITY FINDINGS

As we began the implementation of the project, we were skeptical of teachers giving up their summers to work on the project for less per day than their contracted salaries. See Appendix C-1.

The first year of the project as we interviewed the teachers and outlined the program, we found that 16 of a total faculty of 21 teachers were anxious to be involved. The additional 5 teachers were involved in Masters Programs and had made other committments for the summer. Of those desiring inclusion in the project, 2 later received Doctorate Scholarships. We decided to employ these 2 teachers for part of the summer project, and with the money saved, we employed their replacements to work with them for the same period of time so as to insure continuity of program.

As we approached the second year of the project, we had 18 teachers involved in the project. We had a teacher turn-over of two and one teacher worked for the Western States Small Schools Project (WSSSP), accounting for the total faculty the second year.

In the last year of the project, we had a teacher turn-over of five. One retired, one was drafted, one accepted a Doctorate Scholarship, and two accepted other teaching assignments. Of these five, we employed three for part of the summer to work with their replacements to insure an orderly transition and continuation of experimental projects. See Appendix A-2.

CONCLUSIONS

Over the past twelve years as I have been involved in education as a teacher, administrator, and Federal Project Director, I have seen many approaches to solving America's educational dilema; such as the introduction of program material, flexible scheduling, team teaching, and the many approaches to individualization. After three years of employing teachers during the summer, I

Conclusions (Continued)

personally feel the summer employment of teachers could have a greater positive effect on the quality of education than any other single factor. Although it would appear that summer employment of teachers would add additional expense to the already over burdened school budget, it seems evident that teachers will demand and receive an increased wage whether they work 9 months or 12 months. See Appendix D-1.

It is interesting to note that teachers at Virgin Valley were willing to work during the summer in the areas of Curriculum, Teaching Summer School, and Attending Summer School for a salary of $35.00 per day while they receive an average salary of $54.00 per working day during the regular contracted period. See Appendix C-2. The summer pay given the staff at Virgin Valley School increased their yearly salary on the average of 14% while the teachers put in an additional 22% time. See Appendix C-2.

When we look at the summer project income in relation to the total yearly income we find that the summer employment in the last year of the project accounted for 12% of the Virgin Valley Staff average yearly income (June 11, 1969 to June 11, 1970), while teachers extra pay from all income in 1965 - 1966 as reported by N. E. A. accounted for only 9% of the total income.

It would seem logical to assume that teachers would work for 12% of their yearly income at the school if only 9% is available from other sources. See Appendix E-1.

This report is not intended to evaluate the quality of teacher performance while employed during the summer; however, we were generally well pleased with what the teachers accomplished, the last summer being the most productive of the three. We contributed this production to:

A. Better defined production goals.

B. After two years the teachers were more self-directing and able to work without continual administrative direction.

C. Teachers became aware of the value the summer project could have on their regular school year program as it gave the teacher a chance to keep up.

D. When hiring new teachers, they were oriented toward the summer program.

E. Air conditioning (better working conditions).

F. Better community support.

Conclusions (Continued)

If better education of our youth is the goal of American Education, a 12 month contract for teachers would seem a step in that direction. In the race American Education faces to produce the best educated generation the world has known, educators cannot say, "Time Out, It's Summer!"

CONCLUSIONS

Teachers will accept summer employment in the areas of teaching, improvement of professional status, and developing curriculum guides, plans and audio visuals if given the opportunity. We have proven this to be a fact during the past three years. The most important facet of summer employment is that teachers need compensated time for preparation. This is particularly true as we continue to develop an individualized program.

Mrs. LaBerta Bowler and Miss Alyson Adams have developed a rather comprehensive set of capsules for the Home Economics curriculum. Mr. E. W. Hughes used his summer time developing a 5th through 8th grade Social Studies non-graded program. Mr. Lynn Dunn and Mrs. Blanche Clegg have developed a non-graded approach for the High School Language Arts curriculum. This program functions on a quarter system which provides opportunities for students in sixteen different courses during the four year period. Mrs. Esther Barrett has developed a special program for grades 5 through 8 in the Language Arts area. Other staff members have worked on non-graded Math concepts; individualized learning in the self contained class room; and in both the Fine Arts and Practical Arts fields.

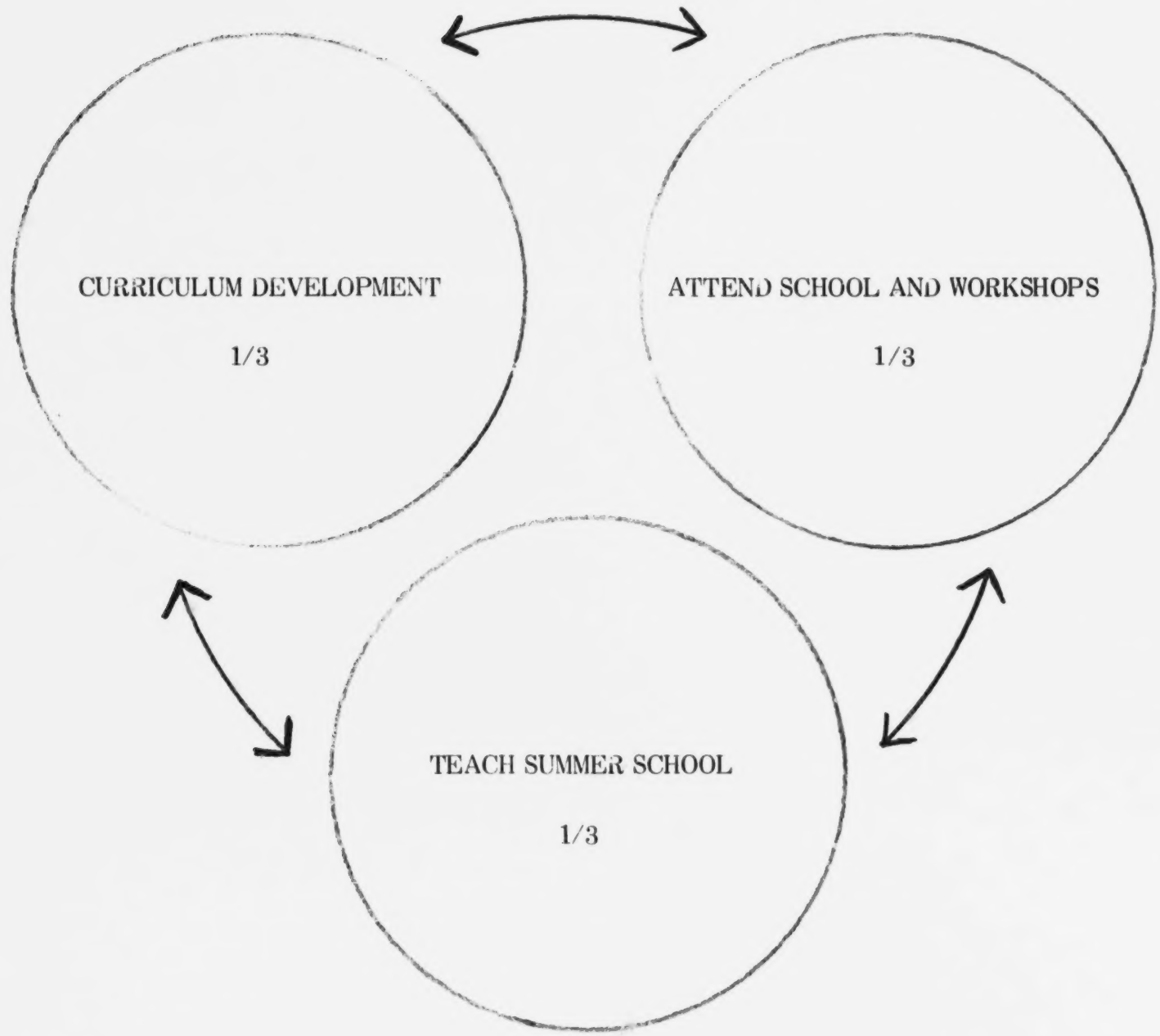
The administration has been able to encourage and motivate professional growth by suggesting the areas in which a teacher should get additional training in order to increase the curriculum offerings in our small school. We do this as most teachers in small schools, because of necessity, need to be competent in two or more teaching assignments.

Summer school is the trend in many school communities—rural or urban. Students no longer have the home responsibilities and chores that the family unit once had. Teachers and students do need vacation time, but should vacations always come in the summer? We have found that students enjoy attending summer classes on a voluntary basis. Teachers enjoy teaching and directing students who are ready to learn.

Appendix A

VIRGIN VALLEY SCHOOL
ESEA TITLE III

TEACHER SUMMER EMPLOYMENT
3 YEAR CYCLE



APPENDIX A-1

VIRGIN VALLEY SCHOOL
ESEA TITLE III
TEACHER SUMMER EMPLOYMENT

Teacher Assignment During the Project

YEAR	CURRICULUM DEVELOPMENT	TEACH SUMMER SCHOOL	ATTEND SCHOOL	TOTAL
1967	8	8	2	18
1968	5	6	7	18
1969	8	6	8	22
TOTAL	21	20	19	

APPENDIX A-2

Appendix B

VIRGIN VALLEY SCHOOLS

SUMMER SCHOOL REGISTRATION DATA FOR 1967 - 1968 - 1969

1967		1968		1969	
K-3	61 Students	K-3	35 Students	K-3	46 Students
4-6	37 Students	4-6	41 Students	4-6	42 Students
7-Adult	101 Students & Adults	7-Adult	54 Students & Adults	7-Adult	71 Students

Percent of students enrolled during the school year enrolled in Summer School:

1967 - 40% 1968 - 30% 1969 - 40%

REGISTRATION AND PERCENTAGES BY GRADE 1967 - 1968 - 1969

1967	1968	1969
K - 26 - 13.0%	K - 6 - 4.4%	K - 17 - 9.9%
1 - 11 - 5.5	1 - 10 - 7.4	1 - 11 - 6.4
2 - 11 - 5.5	2 - 11 - 8.1	2 - 18 -10.5
3 - 13 - 6.5	3 - 8 - 5.9	3 - 13 - 7.6
4 - 14 - 7.0	4 - 16 -11.8	4 - 13 - 7.6
5 - 13 - 6.5	5 - 13 - 9.6	5 - 15 - 8.7
6 - 10 - 5.0	6 - 12 - 8.9	6 - 14 - 8.1
7 - 9 - 4.5	7 - 11 - 8.1	7 - 7 - 4.1
8 - 9 - 4.5	8 - 7 - 5.2	8 - 7 - 4.1
9 - 16 - 9.5	9 - 2 - 1.5	9 - 10 - 5.8
10 - 8 - 4.0	10 - 11 - 8.1	10 - 4 - 2.3
11 - 3 - 1.5	11 - 2 - 1.5	11 - 10 - 5.8
12 - 4 - 2.0	12 - 1 - .8	12 - 5 - 2.9
Adult - 52 - 25.1	Adult - 25 - 18.7	Adult - 28 -16.2
199 100%	135 100%	172 100%

APPENDIX B-1

VIRGIN VALLEY SCHOOLS
SUMMARY OF TEACHERS' QUESTIONNAIRE RESPONSES
SUMMER SCHOOL 1968

QUESTION. What do you think are the strengths of the Summer School Program?

ANSWER The majority of teachers questioned felt the main strength of summer school was the fact that it involved the total community. A variety of subjects were offered so that students had a greater freedom to choose the classes they really wanted to take. It also gave the slower students a chance to review and brighter students a chance to branch out into other fields.

QUESTION. What type of classes do you think should be offered next year?

ANSWER. A balanced offering of academic and recreational classes seemed to be the most effective set up, however, it was suggested that the adult program be enlarged.

QUESTION. What do you consider to be the ideal length of time for Summer School?

ANSWER. Most all teachers agreed that 6 weeks is a good time length, but no longer than 8 weeks.

QUESTION. Do you feel that the time spent prior to summer school registration and at the conclusion accomplishes a purpose for the teachers?

ANSWER. It was overwhelmingly agreed that some time before and after summer school is very beneficial for teachers. The time before summer school gave them time to prepare for their classes, and the time just after summer school gave them a chance to evaluate what had transpired.

QUESTION. Do you feel that working half a day on curriculum and half a day on instruction has some merit compared to working full time on instruction or full time on curriculum?

ANSWER. Many teachers commented that a half day on curriculum and a half day on instruction was much more desirable than working a full day on either one. The variety made the day less tiresome and allowed teachers to get alot accomplished in both areas.

Summary of Teachers' Questionnaire Responses - Virgin Valley Schools

QUESTION: To what extent were you hampered by lack of supplies?

ANSWER: The general opinion of all concerned was that they could have used many more supplies than they had, but they managed by using regular school supplies and others they donated themselves.

QUESTION: How do you feel that the summer school program is accepted by the community?

ANSWER: Summer School is quite well accepted by the community, however the younger children are the main participants. It was felt that an enlarged adult program would correct this.

QUESTION: Do you feel that you produced materials this summer which will help you be a better teacher?

ANSWER: One teacher summed up the feelings of all the teachers by making the following statement: "This is one of the best things to happen to education! So often we want and know we should do certain things to become better teachers. This provides the opportunity to do it."

QUESTION: How much money do you feel would be necessary for materials in order for your summer in curriculum to have been of maximum effectiveness?

ANSWER: The average amount stated was $150.00 for supplies.

QUESTION: What do you think are the weaknesses of the Summer School Program?

ANSWER: Most teachers felt that insufficient resources hampered the effectiveness of summer school as well as the fact that it was not too well advertised. Many felt the classes were too long and that an enlarged adult program was needed to gain the support of the older students and adults.

QUESTION: How would you feel about working on an eleven mo[illegible]tract?

ANSWER: Some teachers expressed a desire for a[illegible]ven month contract, but the majority of them stated that they were [illegible]r teachers after a summer vacation. They stated that they liked t[illegible]tend summer school and workshops as well as enjoy the rest.

APPENDIX B-3

Appendix C

VIRGIN VALLEY SCHOOL
ESEA TITLE III
1969 - 1970

SALARIES FOR 21 TEACHERS
VIRGIN VALLEY SCHOOL FOR 1969 - 1970
180 TEACHING DAYS

LOW SALARY

REGULAR CONTRACT	$7430	÷	180 days	=	$41.00 per day
SUMMER SALARY	$1400	÷	40 days	=	$35.00 per day

AVERAGE SALARY

REGULAR CONTRACT	$9667	÷	180 days	=	$54.00 per day
SUMMER SALARY	$1400	÷	40 days	=	$35.00 per day

TOP SALARY

REGULAR CONTRACT	$12,630	÷	180 days	=	$70.00 per day
SUMMER SALARY	$1,400	÷	40 days	=	$35.00 per day

APPENDIX C-1

VIRGIN VALLEY SCHOOL
ESEA TITLE III

TEACHER SUMMER EMPLOYMENT

LOW SALARY

Contract Salary	Summer Salary	Total Salary	% Contract Salary Increase
$7430	$1400	$8830	19%
Contract Days	**Summer Days**	**Total Days**	**% Contract Days Increased**
180	40	220	22%

AVERAGE SALARY

Contract Salary	Summer Salary	Total Salary	% Contract Salary Increase
$9667	$1400	$11,067	14%
Contract Days	**Summer Days**	**Total Days**	**% Contract Days Increased**
180	40	220	22%

HIGH SALARY

Contract Salary	Summer Salary	Total Salary	% Contract Salary Increase
$12,630	$1400	$14,030	11%
Contract Days	**Summer Days**	**Total Days**	**% Contract Days Increased**
180	40	220	22%

APPENDIX C-2

Appendix D

SUMMARY
VIRGIN VALLEY ESEA TITLE III PROJECT
QUESTIONNAIRE

November 1969

SCHOOL NAME: _____ GRADES: _____

POSITION OF PERSON COMPLETING QUESTIONNAIRE: _____

NO. OF TEACHERS: _____ NO. OF STUDENTS: _____

The following questionnaire refers to the time between June 15 to August 15.

63% Yes / 37% No 1. Do you presently keep the building open so teachers can work at the school during the summer?

27% Yes / 73% No 2. If you have air conditioning, do you run it during the summer?

66% Yes / 34% No 3. If 2/3 of your staff were available to do work at the school during the summer, would additional funds to cool the building be necessary?

96% Yes / 4% No 4. Do you feel that you could get teachers to work at your school during the summer for 8 weeks if you paid them $175.00 per week? ($1400 for 8 weeks).

98% Yes / 2% No 5. As an administrator, would you favor employing your staff (if funds were available) during the summer?

81% Yes / 19% No 6. Do you feel this summer employment would be of value to you in hiring new teachers?

7. What you you feel would be the two major problems in summer employment of teachers.

_____

_____

99% Yes / 1% No 8. Do you foresee teachers demanding additional funds for wages over the next few years?

71% Yes / 29% No 9. If so, do you feel that the summer employment could be part of the demand placed on teachers when given additional funds?

APPENDIX D-1

VIRGIN VALLEY ESEA
TITLE III PROJECT
November 3, 1969

		1. Clark	2. Lincoln	3. White Pine	4. Elko	5. Humbolt	6. Pershing	7. Washoe	8. Churchill	9. Lander	10. Nye	11. Esmeralda	12. Mineral	13. Lyon	14. Douglas	15. Omsby	16. Storey	17. Eureka	TOTAL	Superintendents	Utah
1. Do you presently keep the building open so teachers can work at the school during the summer?	YES	50%	50	80	78	100	0	53	60	100	33		100	67	100	50	100	100	55	88	75
	NO	50	50	20	22	0	100	47	40	0	67		0	33	0	50	0	0	45	12	25
2. If you have air conditioning, do you run it during the summer?	YES	47	33	0	10	50	0	4	0	0	0		100	0	50	0		100	32	33	0
	NO	53	67	100	90	50	100	96	100	100	100		0	100	50	100		0	68	67	100
3. If 2/3 of your staff were available to do work at the school during the summer, would additional funds to cool the building be necessary?	YES	65	33	20	30	100	100	73	70	33	33		100	67	33	0	100	0	62	75	94
	NO	35	67	80	70	0	0	27	30	67	67		0	33	67	100	0	100	38	25	6
4. Do you feel that you could get teachers to work at your school during the summer for 8 weeks if you paid them $175.00 per week? ($1400 for 8 weeks).	YES	100	100	100	80	100	67	92	100	100	100		100	100	100	100	100	100	97	75	94
	NO	0	0	0	20	0	33	8	0	0	0		0	0	0	0	0	0	3	25	6
5. As an administer, would you favor employing your staff (if funds were available) during the summer?	YES	95	100	100	80	100	0	91	100	67	67		100	100	100	100	100	100	92	78	100
	NO	5	0	0	20	0	100	9	0	33	33		0	0	0	0	0	0	8	22	0
6. Do you feel this summer employment would be of value to you in hiring new teachers?	YES	84	100	80	65	100	50	68	100	33	67		100	100	100	50	100	100	79	86	94
	NO	16	0	20	35	0	50	32	0	67	33		0	0	0	50	0	0	21	14	6
8. Do you foresee teachers demanding additional funds for wages over the next few years?	YES	100	100	100	90	100	100	100	100	100	100		100	100	67	100	100	100	92	100	100
	NO	0	0	0	10	0	0	0	0	0	0		0	0	33	0	0	0	8	0	0
9. If so, do you feel that the summer employment could be part of the demand placed on teachers when given additional funds?	YES	61	100	80	80	85	0	88	100	33	67		100	100	50	100	0	100	72	75	53
	NO	39	0	20	20	15	100	12	0	67	33		0	0	50	0	100	0	27	25	47
*Number of questionnaires returned	*	65	4	5	9	4	3	34	5	3	3	0	2	3	3	2	1	1	147	9	21

VIRGIN VALLEY SCHOOL
ESEA TITLE III

RESPONSES TO QUESTION 7 OF QUESTIONNAIRE

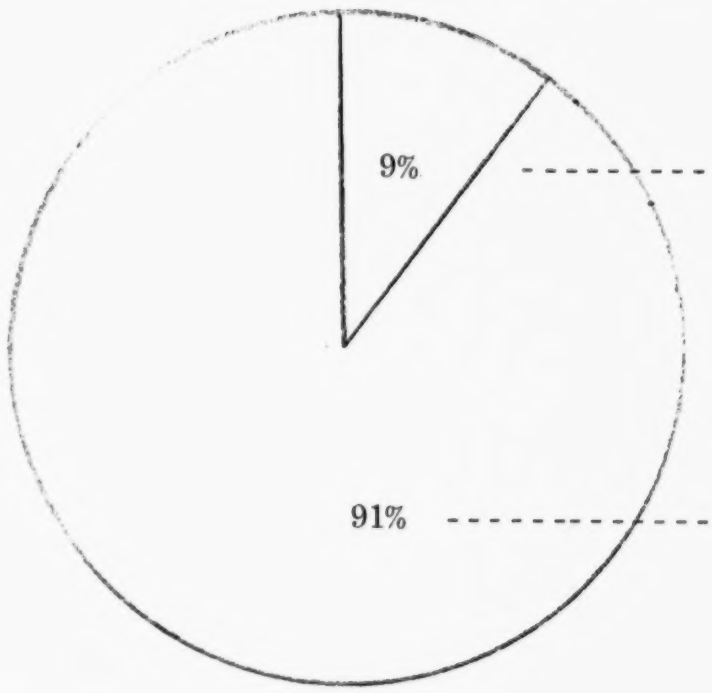
7. What do you feel would be the two major problems in summer employment of teachers.

1. Additional funds.
2. Conflict with personal interests.
3. Orientation would take too long.
4. Pay rate.
5. Supervision.
6. Schedules.
7. Meaningful projects.
8. Conflict with those who want to attend summer school.
9. Vacations.
10. Keeping it voluntary.
11. Married women who want to stay home.
12. Key people might not want to work.
13. Some might want to work at other jobs.
14. Length of the day.
15. School District agreement on worthwhile objectives.
16. People would use it as a baby sitting job.
17. Age of teachers.
18. Many children would not be available.
19. In cases where both parents work, they would need to hire a baby sitter.
20. Air conditioning.
21. Maintenance conflicts.
22. Morale.
23. Lack of knowledgable leadership.
24. Curriculum.
25. Teachers would be worn out for winter.
26. Making use of the developments.
27. Money for research.
28. Good organization.
29. Having materials available for teachers to work with.
30. Teachers want time for themselves.
31. Some areas are too isolated.
32. Hiring of teachers.
33. Other committments.

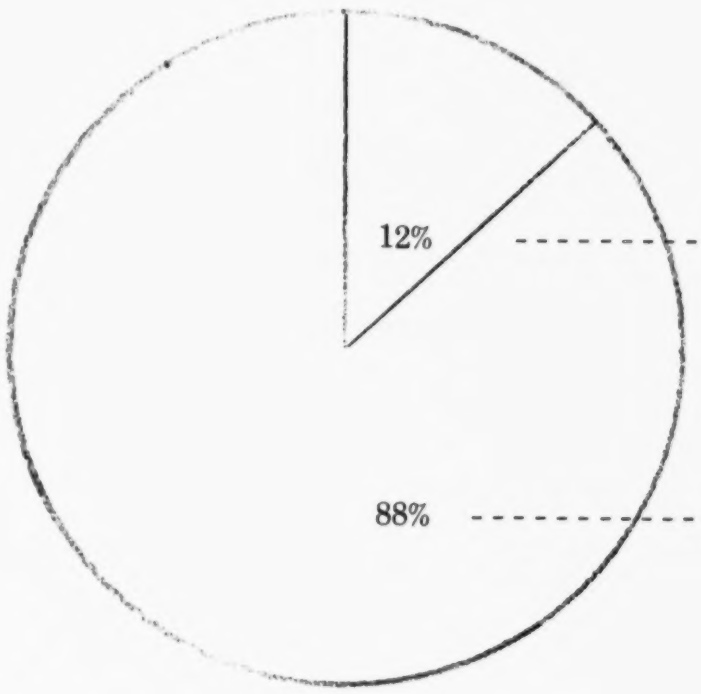
Appendix E

VIRGIN VALLEY SCHOOL
ESEA TITLE III

TEACHER SUMMER EMPLOYMENT



National Teacher Sources of Income Data -- 2,265 teachers 1965-1966, National Education Association, Research Division 1967 - R4



Virgin Valley Teacher Source of Income 1969 - 1970

APPENDIX E-1

VIRGIN VALLEY SCHOOL
ESEA TITLE III

TEACHER SUMMER EMPLOYMENT

(*American Public School Teacher. 1965-1966 -- Research Report 1967-R4, N. E. A.)

*Table 29 -- AMOUNTS OF EXTRA INCOME RECEIVED BY TEACHERS FROM VARIOUS SOURCES, 65-66

Income Interval	Earnings in summer 1965			Earnings in School Year 65-66		Employment income both summer and school year	Nonsalary income (Dividends, rents, etc.)
	In own School System	Outside work	All Types of Employment a/	Extra pay for extra duties	All Types of Employment b/		
All Reporting							
Median Income	$540	$500	$600	$300	$400	$600	$350
Mean Income	608	817	801	392	636	979	959
Men							
Number Reporting	150	270	414	257	404	545	151
Median Income	. . .	$700	$750	$400	$528	$1,000	. . .
Mean Income	. . .	995	987	482	832	1,366	. . .
Women							
Number Reporting	119	145	316	127	223	460	246
Median Income	. . .	. . .	$500	. . .	$190	$430	. . .
Mean Income	. . .	. . .	557	. . .	281	519	. . .

---

a/ Includes columns 2 and 3. and income from Federal programs, reported by 103 teachers.

b/ Includes column 5. and income from other types of work in school system, reported by 129 teachers. and outside jobs. reported by 219 teachers.

APPENDIX E-2

VIRGIN VALLEY SCHOOL
ESEA TITLE III

TEACHER SUMMER EMPLOYMENT

(National Education Association)

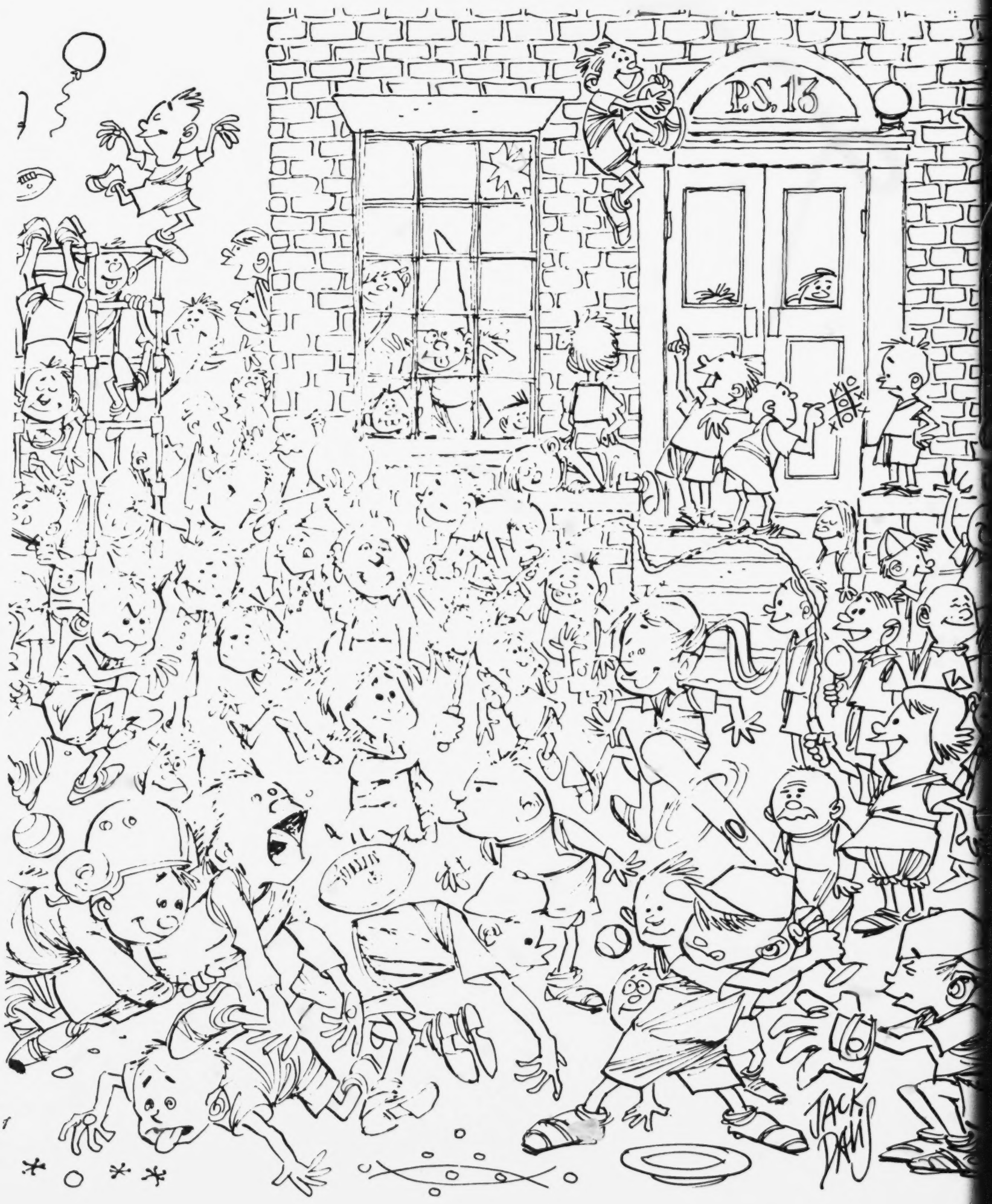
Table 30 -- TYPES OF WORK IN EARNING EXTRA INCOME

Type of Work	All Reporting	Men
Job in Own System. Summer 1965		
Number reporting	272	150
Teaching or tutoring	79 0%	....
School Maintenance Work	5 5	....
Curriculum	5.5	....
School Recreation Group	4.4	....
Supervision	1 8	....
Programming	0 4	....
Miscellaneous	3 3	....
	99 9%	
Outside Job. Summer 1965		
Number reporting	403	279
Recreation Work	23 7%	22 6%
Sales & Retail Work	15 5	14 0
Clerical - Secretarial	11 8	5 0
Teaching or tutoring	9 3	6 5
Building Trades	8 8	13 6
Farming	4 6	6 5
Military Service	1 4	2 2
Miscellaneous	24 8	29 7
	99 9%	100 1%
Extra duties for extra pay in own system. school year 65-66		
Number reporting	403	266
Coaching. recreation	55 6%	70 3%
Drama. Music	11 4	10 9
Administration. Supv.	7 2	6 0
Work W/Student Teachers	6 0	1 1
Special School Duty	5 7	2 3
Club Sponsor	5 5	3 4
Publications	3 7	2 3
Miscellaneous	5 0	3 8
	100 1%	100 1%

Table 31 -- AMOUNT AND SOURCES OF TEACHERS' TOTAL INCOME, 65-66

Source of Income	All Reporting	Men	Women
Number reporting	2,265	712	1,553
Mean Amount			
Salary from teaching	$6,253	$6,639	$6,077
Summer earnings	260	570	115
Extra earnings in school year	180	465	38
Nonsalary income	165	210	140
Total Income	$6,858	$7,884	$6,370
Percent Distribution			
Salary from teaching	91.3%	84.2%	95.4
Summer 1965			
Job in own system	1.1	1.9	0.6
Outside job	2.2	4.7	0.7
Federal program	0.5	0.6	0.5
School year 65-66			
Extra pay for extra duties	1.0	2.2	0.3
Other work in school system	0.4	1.0	0.1
Outside job	1.2	2.7	0.2
Nonsalary income (dividends, etc.)	2.4	2.7	2.2
	100.1%	100.0%	100.0%

TIME IN — IT'S SUMMER EMPLOYMENT



disseminated under a title III grant